

EEX 6051

**Creating Positive Learning
Environments**



Semester: Summer 2025
Class Meeting Days: Mondays
Class Meeting Time: 5 – 8 pm
Class Meeting Location: EDU 402 V
Instructors: Elizabeth Doone, Ph.D.
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Office Location: EDU 402J
Office Hours: By appointment
Phone Number: 813-974-9929
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I.Welcome!

Welcome to the MAT in ESE Program in the College of Education at the University of South Florida. USF values the individual differences of its students, faculty, and staff and considers our diversity to be a strength that is critical to our educational mission. USF holds all members of the university community to high expectations and expects them to contribute to an inclusive and respectful culture in our classrooms, field placements, and during campus events. Our goal in the College of Education is to help you be successful in our classrooms, emphasizing a sense of safety and belonging.

II.University Course Description

This course presents an overview of assessment, behavior management and instructional planning and for students with disabilities. It also incorporates content about the historical and legal foundations of special education, the theories and research that focus on defining, describing and intervening with students who have learning disabilities, behavior disorders, mild-moderate intellectual and developmental disabilities, neurodiverse students and those with physical disabilities.

III.Course Prerequisites

EEX 6051 is the **first** in a series of four sequenced special education courses in the MAT in ESE Program. Therefore, there are no required prerequisite courses. Acceptance into the MAT program is a requirement unless the course is being taken to meet ESE state certification requirement or to gain understanding of ESE content for another program.

IV.Course Purpose

This 3-hour course presents an overview of assessment, behavior management, and instructional planning for students with disabilities. It also incorporates content about the historical and legal foundations of special education and theories and research that focus on defining, describing and intervening with students who have autism, learning disabilities, behavior disorders, mild to moderate intellectual/ developmental disabilities, and physical disabilities. Finally, methods of working with families of students with disabilities and collaborating with other professionals and para-educators are addressed. This hybrid course will utilize asynchronous and synchronous (in person face to face) formats. Students will access all course content through Canvas and submit all assignments and the required key assessment in Canvas and Campus Folio.

V.How to Succeed in this Course

Successful students complete all readings and view all videos PRIOR to attending our weekly class and before completing assignments. All course materials are posted on our canvas Home Page under **Modules**. Students should click on the appropriate week and review the **Module Overview**. The **overview** provides a brief synopsis of the module content, shares the student learning outcomes and ends with the tasks to be completed. Students should proceed through the model reading all materials and viewing all videos prior to participating in course discussions and submitting assignments. Our Face-to-Face (FtF) sessions are designed to get to know your cohort, create a positive learning community and select team projects. All class time is designed to further process the knowledge, concepts, and skills from the assigned readings and videos by interacting with the content to deepen and process understanding, and not merely repeat the information. Additionally, you will want to sharpen your ability to synthesize and apply the content to your written work and course projects. To support your success in the course:

1. Check Canvas and emails daily for announcements
2. Close other programs and apps before class begins and when you work on assignments
3. Always reach out to your instructor questions

VI.Course Objectives

- This course will provide students with an overview of the field of special education, including the historical, legal, and ethical considerations in planning educational interventions.
- This course will prepare students for planning and implementing a positive classroom environment for students with disabilities.
- This course will provide students with technology resources for teaching, learning, and supporting students with disabilities.

VII.Student Learning Outcomes

By the end of this course, students will be able to:

- 1) Define and discuss the concept of *disability* including the medical model, the social construction of disability and the view of people with disabilities as a minority group (AP 2, 5; CF 2, 5; CEC 1, 2; ESOL 5.1.e; FLESE 1.4, 2.1).
- 2) Define and describe the various roles that teachers in exceptional education carry out, including their obligations and requirements under federal and state law, their role historically, and what research indicates regarding teachers' roles and responsibilities (AP 1, 2, 6; CF 1, 2; CEC 1, 4, 9; FLESE 1.3, 1.6).
- 3) Define the 13 categories of disability in federal law (emotional disturbance, specific learning disabilities, intellectual disabilities, orthopedic impairments, hearing impairments, deafness, visual impairments (including blindness), deaf-blindness, speech or language impairments, autism spectrum disorder, traumatic brain injury, other health impairments, multiple disabilities) and discuss issues related to these classifications, as well as, alternative classifications (AP 2; CF 2, 4, 5; CEC 1, 2, 6, 8; ESOL 5.1.e; FLESE 1.4, 1.5).
- 4) Describe and discuss the benefits and challenges of the various special education placement and service delivery approaches including regular class placement with full inclusion, consultation and coteach; resource room, separate class and separate school (AP 2; CF 1, 2, 4, 5, 6; CEC 1, 2, 4, 5, 10; FLESE 1.2, 1.7).
- 5) Organize a classroom and daily/weekly schedule for each of the above delivery models, including classroom arrangement, classroom rules and procedures, research based effective teaching (AP 1, 2, 3; CF 2, 6; CEC 4, 5, 7, 10; FLESE 3.1, 3.2, 3.3, 3.7; FRC 2).
- 6) Discuss policies and procedures to maximize safety (AP 2, 6; CF 2, 5, 6; CEC 5; FLESE 4.1).
- 7) Plan for group instruction, including content that should be taught (students will also be able to identify guidelines and standards that are available to assist in this decision process) (AP 1, 2, 3; ESOL 3.3.a, 3.3.b, 3.3.c, 4.2.a, 4.2.b, 4.2.c; CF 2, 6; CEC 4, 5, 7; FLESE 3.1, 3.2, 3.3; FRC 2).
- 8) Develop instructional objectives and plan lessons for the first month of school (AP 1, 2, 3; ESOL 3.2.a, 4.1.e; CF 1, 2, 6; CEC 4, 5, 7, 8; FLESE 3.2, 3.4).
- 9) Describe the special education referral and assessment process and the required components of an IEP (AP 4; CF 2, 5; CEC 1, 8; FLESE 3).
- 10) Protect and maintain students' and their families' confidentiality in cumulative records and progress reports (AP 6; CF 5; CEC 8, 9; FLESE 1.2, 1.6, 2.2).
- 11) Develop plans for involving families in the education of their children (AP 4, 5; CF 1; CEC 1, 10; FLESE 3.6).
- 12) Work with para-educators (AP 5; CF 1; CEC 5, 10; FLESE 3.6).
- 13) Understand, survive and thrive in school cultures (AP 5; CF 5; CEC 9, 10; FLESE 1.6, 1.7, 3.6).
- 14) Manage time wisely (AP 2; CEC 2, 5; CEC 5, 9; FLESE 1.2).

VIII.Required Texts and/or Readings and Course Materials

Chapters are assigned weekly that align with the course content. Reading the chapters prior to class and before assignments will provide you with the background/ context to complete your assignments and participate in discussions. Weekly chapter quizzes are provided for your review after you have read the chapter. Completion of your weekly reading and practice with the quizzes will ensure your success on the Foundations Exam and just as important your FTCE ESE Subject Area Exam. Therefore, it is important to keep this text and use as a study guide.

Vaughn, S. R., Box, C.S. & Schumm, J. S. (2018). *Teaching Students Who are Exceptional, Diverse and At Risk in the General Education Classroom*. (7th edition) Boston: Pearson.

IX.Supplementary Texts and Materials

All supplementary materials can be found under the **Weekly Modules** in Canvas. Reading the assigned materials will further support your understanding of the course content providing additional context to the assigned chapters and increase your engagement in class discussions.

X.Grading Scale

Grading Scale	
97 - 100	A+
94 - 96	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D

XI.Grade Categories and Weights

Assessment	Percent of Final Grade
Article Reaction Papers	30%
Weekly Module Activities	30%
Online practice quizzes	Priceless
Foundations Exam* Key Assessment	10% + Required to Matriculate
Technology Project * Key Assessment	30%
Total	100%

XII. Assignments

Weekly Module Activities

Weekly assignments and activities are embedded in each Module. Students should read the assigned chapters in their text and connect the readings to the embedded videos and website reviews. Students are expected to interact with the content according to the assignment by providing explanations and support for your responses in discussion posts, padlets and other activities. All directly quoted material will be properly identified and referenced using APA format

Article Reaction Papers

Articles related to the course content should be read prior to class. After reading the article and reflecting on the content, consider how the content connects to class discussions, previously reviewed course content, videos and other readings. Make explicit connections, providing explanations and support for your response. Additionally, students are expected to relate the article/video to your school experiences making meaningful connections that support, refute or extend the content. All article reviews will include the title and author of the article. Any directly quoted material will be properly identified and referenced using APA format. To learn about APA requirements visit the USF Library, Academic Writer at <https://guides.lib.usf.edu/academicwriter> and set up an account and view tutorials on APA.(AP 1, 2, 3,; ESOL,3.2a, 4.1e, 6; CF 1, 2, 4, 5, 6; CEC 1, 2, 4, 5, 7, 8, 9, 10; FLESE 1.2, 1.3, 1.6, 1.7, 3.2, 3.4).

A satisfactory level of proficiency in written work is expected for graduate students and a grading component for all assignments will be the quality of written expression. This includes proper spelling, punctuation, syntax, format and presentation. Students are expected to apply feedback on writing to all new assignments. Excessive problems with written expression, particularity after previous feedback, may result in receiving a failing grade on individual written assignments.

*** Foundations Exam**

Students will take a final exam that will tests their knowledge of the history of the field of special education, special education case law, legislation that has guided the field, confidentiality and parental rights, positive behavior supports, categories of disabilities as defined by IDEA, implications of IDEA including FAPE, LRE, etc., high and low incidence disabilities, and ESOL eligibility. A score of 80 % is required for passing. Students will prepare for the exam by attending and actively participating in FtF and online classes, completing all assigned readings, on-line practice quizzes, engaging in presentations, and participating in class discussions. Students who do not score 80% will have an additional opportunity to re-take the exam. A third failed attempt may result in an alternative format to demonstrate understanding of the content. The exam score is required for matriculations and will not be factored into your course grade. A passing score indicates understanding of course objectives and is required to demonstrate knowledge of material not assessed through project-based assessments. (AP 1, 2, 4, 6; CF 1, 2, 5, 5; CEC 1, 2, 4, 6, 8, 9; FLESE 1.3,1.4, 1.5, 1.6, 3; ESOL 5.1.e). Students are encouraged to take the [ESE Subject Area Exam of the FTCE](#) after passing the Foundations Exam. Completing all course readings and most assignments support passing the FTCE.

Online Chapter Quizzes

Completing the weekly chapter quizzes after reading the assigned chapter in your text will support your success on both the Foundations Exam and FTCE. These online quizzes are available to support your success and can be completed as many times as needed. The scores do not factor into your grades and are provided to increase your content knowledge as well as promote confidence prior to taking the Foundations Exam.

*Technology Resource Project

Students will compile an online Technology Resource Project which will include the evaluation of internet sites to supplement teaching and provide vetted parent resources, identification of online resources to support students with varying needs, educational software, Web Quests, and Assistive/Adaptive Technology appropriate for use with the ESE population. Students will review a specified set of appropriate web sites and utilize a Web Critique form to evaluate the credibility and feasibility of each site for their specific population. Additionally, students will create PowerPoint's, podcasts, concept maps and I-movies appropriate for classroom use. The attached project description outlines the required components. The Technology Project has been divided into two parts to facilitate timely completion and is due midway and at the end of the term. Students working at the same grade level or with similar populations may work together on this project. Please see the rubric on canvas for guidelines. (AP 2, 4, 5; CF 1, 2, 5; CEC 1, 2 10; ESOL 5.1.e; FLESE 1.4, 2.1, 3.6).

XIII. Grade Dissemination

All graded materials in this course will be submitted in canvas. The instructor will provide a rubric for all written major assignments and comments and feedback will be provided within rubrics and on the submitted paper. Students should review and process all instructor feedback to demonstrate learning and so as not to repeat the same mistakes. Students can access scores and feedback at any time using "Grades" in Canvas and clicking on the rubric, and the submitted paper for comments.

XIV. Tentative Course Schedule

Date	Topic	Assignments Due
Week 1 May 19 Face-to-Face (FtF) Orientation & Class EDU 402V	ESE Program & Class Orientation Review syllabus Key Assessments Tech Project Foundation Exam	Purchase: text Review: Tech Project Complete: √ MAT Info Sheet √ MAT Terms of Enrollment √ Matrix of Disabilities Form √ Tech Project Group Selection √ Weekly Connections
Week 1 A	Building a Positive Community: Individual & Citizenship Competition vs Collaboration Developing Strategies	Read: • Text Ch 1 & 5 • Kohn- <i>Beyond Bribes and Threats</i> Article (perusal)

	History of Special Education Timeline Influential Federal Laws Change agents in the field of ESE	School-to-Prison Pipeline Review: History of SpEd Timelines (3) and Remarkable Educators Complete: ✓ Tech Intro ✓ Ch1, 5, Kohn Reaction Paper ✓ Community Heuristic ✓ Landmark Court Cases activity ✓ Jigsaw timeline ✓ Weekly Connections
Week 2A May 26 online Memorial Day	Communicating and Working with Families Strategies for linguistically & culturally diverse families Partners in student learning Advocates Supports for assessment & intervention	Read: - Text Ch 3 &4, - HLPS's Social Emotional Behavioral, <i>Why Parents Don't Come to School</i> View: Videos in Module Complete: ✓ Interactive List (Miro) ✓ Discussion: Why Parents Don't Come to School ✓ Family Involvement Article Reaction Paper ✓ Weekly Connections
Week 3 FTF June 2	RTI & Problem-Solving Module Outline each tier (Iris Module) Differences between MTSS Difference with Elem & HS Eligibility Process Criteria for ESE	Read: - Text Ch. 2 & 12, - The Components of the IEP - TIP Sheets and Resources View: Video in module Complete: ✓ RTI Team Project ✓ Eligibility Steps Process ✓ Create a Pamphlet ✓ Weekly Connections
Week 4 A Online	Characteristics of Intellectual Disabilities Inclusion Debate Concept Mastery on Inclusion	Read: Text Ch.6, 8, 10,

June 9	Characteristics of EBD Understanding & Managing Behavior	• <i>The Least Dangerous Assumption,</i> • <i>TIES Center Inclusive Practice Series TIPS</i> • Jake's Case Study • <i>Strategies to Empower Not Control</i> View: Videos in Module Complete: ✓ Videos Reaction Paper ✓ Discussion: TIES Center Activity ✓ Lesson Plan Adaptations ✓ Padlet Activity ✓ Weekly Connections Submit: Tech Project (Parts 1-5 DUE)
Week 5 A Online June 16	Characteristics of Autism Equity in Movement for Neurodiverse Learners Communication and behavior support strategies Pedagogy of Movement	Read: • <i>Using Eye-Tracking Measures to Predict Reading Comprehension</i> • <i>Effects of Minds in Motion and Yoga on Motor Proficiency Academic Skill</i> • <i>Equity in Movement for Neurodiverse Learning</i> View: Videos in Module Complete: ✓ Age-Appropriate Management Plan ✓ Autism Article Reaction Paper ✓ Matrix of Disabilities Form ✓ Movement Cumulative Activity ✓ Weekly Connections
Week 6 FTF June 23	Characteristics of Learning Disabilities/Neurodiversity • Case Study • Exceptionalities ID Game	Read: • Text Ch 6 & 9 • Graphic Organizers • Student-Led Conference Handbook View: Video & website in module

		Complete: ✓ Discussion: Neurodiversity ✓ Graphic Organizer/Reflection ✓ F.A.T. City Reflection Paper ✓ Weekly Connections
Week 7A online June 30	Curriculum Planning Mapping Your Year Lesson Planning Planning for student needs—Create a LP for Literacy Binder Teaching Heuristic 6 strategies for SWDs	Read: - Text 5 & 12.1 <i>Curriculum; Components of a Lesson Plan</i> View: Presentations and videos in Module Complete: ✓ Inclusion Padlet Activity ✓ Planning with UDL ✓ Weekly Connections
Week 8 FTF July 7	IEPS / Inclusion 5Ws - Team - PLEPS - Student-Led Conferences Guest Speaker: Tim Waite	Read: - Text Ch 1+ UDL + - Accommodations vs. Modifications <i>Developing Quality IEPs</i> <i>Reading Rocket's IEP Components +AT and the IEP</i> <i>IEP Tip Sheets by Ideas at Work</i> Complete: ✓ UDL Graphic Organizer ✓ IEP Padlet Activity ✓ Weekly Connections Create: * Open House PPT & Activity, * Family Night/ Conference
Week 9 A Online July 14	Differentiation Planning Pyramid	Read: - Text Ch. 12 <i>Praise that Does not Demean...</i> Complete: ✓ Planning Pyramid for an Instructional Unit ✓ Weekly Connections
Week 10 FTF	Foundations Exam	Complete in class: (bring laptop)

July 21	Technology Project Presentation	Foundations Exam Submit: Tech Project (Parts 6-10)
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* **Note:** The Schedule is subject to revision

XV. Standard University Policies

Standard Policies covering these and other areas can be found at:

http://www.grad.usf.edu/policies_Sect7_full.php#resp

Students Accessibility Services - Students in need of accommodations are responsible for registering with Students accessibility Services (SAS) in order to receive academic accommodations to meet their learning needs. To support your self-advocacy, SAS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SAS must accompany this request. See student responsibilities: <https://www.usf.edu/student-affairs/student-accessibility/>

Academic Dishonesty:

"Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work."

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. I reserve the right to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course if plagiarism is detected.

Detection of Plagiarism:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Gender-Based Crimes - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, I am required by law to report the disclosure.

The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](#) (813-974-2831) and [Student Health Services](#) (813-974-2331).

University Emergency Policy In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Course Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Final Examinations Policy - all final examinations are to be scheduled in accordance with the University's final examination policy. <http://www.ugs.usf.edu/policy/FinalExams.pdf>

General Attendance Policy <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>

Early Notification Requirement for Observed Religious Days - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term. <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>

Academic Integrity of Students
<http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>

Disruption of the Academic Process
<http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>

Student Academic Grievance Procedures
<http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>

XVI.Course Policies:

Grades of "Incomplete":

An Incomplete grade ("I") is an exception and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated based on the student's extenuating circumstances but is not to exceed one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the next semester (including summer semester) will revert to the grade noted on the contract.

Make-up Exams Policy:

If a student cannot be present for the Foundations Exam for extenuating circumstances, a make-up exam will be provided, if the student has notified the instructor in advance and provides supporting documentation. Make-up exams will be scheduled for the following week.

XVII.Course Policies: Technology and Media**Email:**

Students should email the instructor at edoone@usf.edu directly with questions or concerns. If students should fall behind due to extenuating circumstances, it is best to email immediately to create an action plan to support your success in the course. Emails will be answered within 48 hours from M- F. Please allow longer on weekends.

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVIII.Course Policies: Student Expectations**Health and Wellness:**

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Feed-a-Bull:

Students in need of food can either drop in for food assistance during hours of operation or place a customized order to pick up at MSC lockers. Be sure to let the pantry know about any food allergies or restrictions due to religious beliefs. Pantry hours and food pick up details can be found here: <https://www.usf.edu/student-affairs/student-health-services/services/feed-a-bull-food-pantry.aspx>

Title IX Policy:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodation,s and to discuss possible

options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Course Policy on Acceptable Use of Generative AI Tools Purpose:

The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

1. **Definition** of Generative AI Tools: Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.
2. **Permitted Use:** The use of generative AI tools is permitted for course-related submissions, including assignments, projects, and presentations. **However**, students must responsibly use these tools, adhering to the guidelines outlined in this policy.
3. **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. This includes:
 1. **Citing** all AI-generated content used in their submissions. Students should detail how AI-generated content was used in their submission.
 2. Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected.
 3. Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments. All submissions must be reviewed.
 4. Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.
4. **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027).
5. **Exceptions:** AI tools are not appropriate on the final exam.
6. **Questions and Clarifications:** If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

Course Hero / Chegg Policy:

The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, should **be silenced** during all synchronous classes. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com:

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

- a. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- b. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- c. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- d. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- e. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

XIX. Learning Support and Campus Offices**Academic Accommodations**

Students in need of accommodations are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources visit the SAS website.

[SAS website for the Tampa](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus](#).

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus](#).

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus](#).

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email:

writingstudio@usf.edu.

XX.Important Dates to Remember

Drop/Add Deadline:	May 23, 2025
Memorial Day	May 26, 2025
Juneteenth holiday	June 19, 2025
Independence Day Holiday	July 4, 2025

Last day to withdraw	July 5, 2025
Foundation Exam	July 21, 2025
Tech Project	July 23, 2025